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ABSTRACT

This annotated bibliography lists 102 selected educational materials in Pakistan covering the period July through September 1974. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The entries are organized into 26 categories: Administration, Organization, and Financing of Education; Childhood Education; Curriculum; Education Goals; Education Planning; Educational Reforms; Elementary and Secondary Education; Examinations; Extracurricular Activities; Health Education; Higher Education; Islamic Education; Teaching of Languages; Libraries; Literacy; Literature for Children; Medical Education; Professional Education; Science Education; Sociology; Teachers; Teaching Methods and Media; Textbooks; Women's Education; General; and a special section on the History of Education. An author index concludes the document. (ND)

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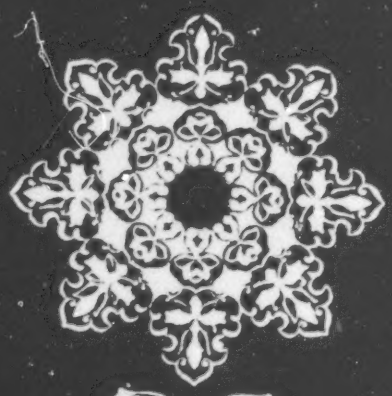

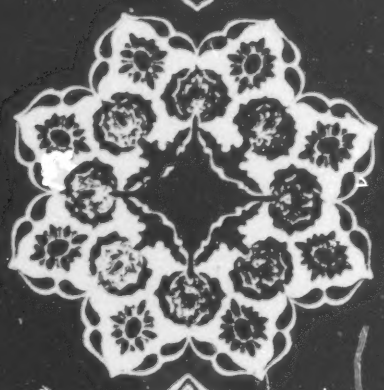

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. VIII No. 3

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ADMINISTRATION, ORGANIZATION, AND FINANCING OF EDUCATION

1. AHMAD, Zahur. Double Shift and New Schools for Cities --- Pakistan Times (Lahore) September 29, 1974.

In big cities we are faced with the problem of meeting the demands of quality and quantity at the school level. The problem is twofold: 1) There is overcrowding in classes and in some schools the strength of students per section is as high as 150. We have to bring down the teacher-pupil ratio to about 1:45. This requires an increase in the number of sections. 2) Some 30% of the school-age children go without schooling, and we have to provide educational facilities to them as well. An analysis of the problem would suggest the following line of action.

1) In urban areas, schools are generally concentrated in a few localities. 2) There are a number of nationalized schools where enrolment is very low. It would be educationally sound and economically beneficial to merge these schools with the neighbouring ones. 3) As a policy, no new school should be opened in the vicinity of another school. Moreover, the number of schools to be opened should be, as far as possible, in accordance with the yearly projections. 4) With the introduction of double shift in schools, the cost of providing physical facilities can be minimized. 5) There are a few schools in urban areas, and their enrolment is generally low, because parents prepare to seek admission for their children in schools with facilities for higher classes. 6) The problem of over-crowding arises mostly in High Schools.

2. ARVI, Naeem. Iskoolon Mein Dakhlay (Admissions in Schools) --- Mashriq (Karachi) August 23, 1974 (U).

The government is paying special attention to education and spending a large sum of national income on it. But the misfortune is that bureaucrates are doing their best to sabotage the efforts of the government. The result would be that the people would not be able to take advantage of the reforms that the government has introduced, and dissatisfaction against the government would grow in the country.

The question of admission in nationalized schools has been deliberately created and accentuated by them to discredit the government. Not only the majority of students failed to take admission in such schools, but also those who got the admission, are being harassed in different ways. Moreover,

the facilities that were provided to the students before nationalization, have been withdrawn. All this has created dissatisfaction among the students and the parents.

3. FATIMA, Nizar. Ta'aleemi Idaron Mein Dakhley (Admissions in Educational Institutions) --- Akhbar-e-Khwateen (Karachi) August 24 - 30, 1974 (U).

The difficulties that parents face in the matter of the admission of their wards to educational institutions have become proverbial in the city of Karachi. As soon as colleges reopen after vacations the students and their parents begin to run from one college to another in quest of admission, of course, without result. The problem is particularly acute for the students whose division is not good. Almost all colleges flatly refuse to admit them. Sometimes even those students who have acquired Second Division, face the same difficulty. This state of affairs disappoints both the students and their parents. Every year complaints are lodged with the government, but so far nothing has been done to improve the situation. Before nationalization, the problem was not so serious. The government should quickly do something to relieve this recurring misery.

4. HASHMI, Khalid Mahmud. Third Division Aur Talaba Ka Mustaqbil (Third Division and Student's Future) --- Imroz (Lahore) July 22, 1974 (U).

According to the announcement, only first and second divisioners will be admitted to colleges this academic year. This decision, taken in a meeting of Principals belonging to different colleges, will affect almost ten thousand students who have passed their matriculation examination in Third Division. The authorities are, however, determined to stick to this decision. They are of the opinion that this step not only will improve the standard of education but also add to the importance of certificates and diplomas awarded by the Pakistani educational institutions in foreign countries. This sounds well but they should have also taken note of the fact that by doing so, they have sealed the fate of the Third Divisioners.

5. JAMAL, (Mrs.) Razia. Hamari Darsgahain Qaumyane Kay Baad (Our Institutions after Nationalization) --- Jang (Karachi) August 19, 1974 (U).

It was hoped that after the nationalization of educational institutions all the defects in our system of education would be

removed. But this was not to be. The conditions of schools in rural areas are lamentable as usual, and most of the institutions in urban areas are none the better.

These institutions have no furniture, and the students have to sit on the floor. The buildings are dilapidated. The teachers do not take interest in their work. They are interested only in petty politics. Ninety-five per cent of the schools have no libraries worth the name. All this makes it abundantly clear that nationalization has failed to improve the situation; it has rather made the situation worse than before.

6. MUSADDIQ, Mohammad. Matric Key Das Hazar Talaba (Ten Thousand Third Divisioners in Matric) --- Nawai Waqt (Lahore) August 3, 1974 (U).

It is most unfortunate that almost every college has announced that the candidates who have passed in third division need not apply for admission to the college. This ban raises may questions such as: 1) Why have these students been placed in third division? 2) Where will they go and what are they to do next? Does it mean that they should stop further studies and roam about for jobs? 3) Why were the examiners not told earlier that the third divisioners should be considered as failures? All these questions need convincing reply from the authorities. This is the question of the fate of ten thousand students. The authorities should formulate new policy in view of the present situation. This sort of announcement may be considered as an unjust step against the third divisioners.

7. RIAZ, M.H. Too Many Students and Too Few Schools --- Morning News (Karachi) August 11, 1974.

The rate at which the number of students is rising is fast enough to beat the rate at which schools are growing. Thus, the only alternative open for is to squeeze the new entrants intc the existing schools. This creates problems for the school administration without doing any good to the students. To avoid this some school administrations have tried to be selective in the matter of admissions. But, again, this is not the solution. It does absolve the Government of the responsibility to provide the opportunity of education to every student who wants to be educated. This responsibility has become more pronounced ever since schools and colleges have been nationalized. There are 22,000 school teachers in Karachi. This works out to a desirable ratio of 25 students to a teacher. Actually, according to

education authorities, there is at present a surplus of trained teachers, mostly lady teachers, who are employed to teach in the primary and lower secondary schools.

This is not without reason. The city's total production from four diploma-granting training institutions and one degree college is 300 diploma-holding teachers and about 300 trained graduates respectively. Thus, the real problem is the lack of space and sufficient accommodation and furniture.

8. SHAKIL, Mohammad. Public Schools --- Sun (Karachi) September 22, 1974.

To meet the mounting demand for school admissions this year, a large number of schools, including some well-known Christian Missionary Schools and Parsi Schools, have started functioning in double shift. It is, however, most unfortunate that the city's two leading public schools have not responded to the appeal of the Education Minister and seem to be quite unconcerned with the difficulties our children are facing in the matter of admission. These institutions possess all the required facilities and resources for introducing the much needed double shift, but for one reason or another, they have so far refused to open the second shift in their schools. For the last several years it has become almost impossible to get admission to any of these two leading institutions.

CHILDHOOD EDUCATION

9. ASIF, Mohammed. Bachchon ki Tarbiyat - Walidain Aur Asataza (Training of Children - Parents and Teachers) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 77-80. July, 1974 (U).

Children are rightly called the wealth of a nation. No nation can survive if it neglects the training and education of its children. The prime responsibility for the training of children lies on the shoulders of parents. When a child goes to school, the teacher also gets a share in this responsibility. The proper training and upbringing of children is the sacred duty of parents and teachers, as today's children will be tomorrow's citizens.

Social maladjustment in children starts from home. The improper attitude of elders adversely affects the personality of children.

In order to give proper upbringing to children, parents should present themselves to them with unblemished character. Similarly in school the teacher should present himself as a man of high character and good habits. Proper upbringing requires the parents and the teachers to cooperate with each other.

10. KHAN, Ehsanullah. Bachchon Ki Nashonuma Mein Ghralu Mahol Ka Hissa (Role of Home Environment in Children's Development) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 37-44. July, 1974 (U).

The life of a child is greatly affected by his social environment, and his home is a small society for him. Home plays a very important role in the development of a child. Home is a unit of society, and the child gets training in practical life in his home. The psychological environment of home is not something separate from society. It is made of the same values and cultural pattern as the society. The development of character of a child is affected by the personalities of other members of the family.

The writer discusses the topic under the headings: 1) home environments; 2) home environment and sense of guilt and shame in child; 3) parents' behaviour in home environment; 4) home environment and cultural consciousness of personality; and 5) relations of child and parents in home environment.

CURRICULUM

11. KAZMI, Shabbar Ali. Nisab-e-Ta'aleem Mein Tabdeeli Kay Masail (Problems of Change in Curriculum) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 23-36. July, 1974 (U).

There is great hue and cry these days for the change in curriculum. Committees are being formed to suggest changes in the present curriculum. The demand for this change is very old, and some changes here and there took place at various stages of our educational history. These changes touched only a few subjects at random, but never affected the curriculum, as a whole.

The most important problem in the way of changing the curriculum is to determine from where to start. This brings us to the question of what curriculum really means. The writer discusses in detail the meaning of curriculum. It has four basic elements: 1) objective; 2) learning experience; 3) Knowledge and 4) evaluation. Each element is discussed separately with the help of diagrams and charts.

12. NAZ, Yasmeen Qureshi. Taveel Kors (Longthy Course) --- Imroz (Lahore) July 29, 1974 (U).

The question of inordinately long causes of study is not confined to one college or one city and it should be treated as one of the most serious problems. If the situation remains as it is, the standard of education may further deteriorate. Not only these courses are very lenghty at every stage, but also the teachers fail to complete them during the academic year. Generally speaking,, an academic session of two years should be more than enough. But almost six months are lost due to holidays and other reasons. The result is obvious. As the time of examinations draws near, most of the students are compelled to take the help of guides and other easy methods. Consequently, the standard of education deteriorates. In order to stop this deterioration, the best course would be to introduce the semester system in all colleges.

13. PERVEEN, Munawwar. Maujooda Nisab-e-Ta'aleem (Present Syllabus) --- Jang (Karachi) July 29, 1974 (U).

The following defects are inherent in our present syllabi: 1) There is no cintinuity in the syllabi. When we read a textbook, we feel as if something is missing. 2) The standard of the textbooks is very low. 3) No change has been made in the books prescribed years ago. 4) The textbooks have no relevancy to our day-to-day life. 5) They do not serve psychological needs. 6) Pass marks can be very easily obtained by memorizing these books.

Here are some suggestions for improving the syllabi: a) The syllabi should be changed from time to time. b) They should have coherence and continuity. c) They should be based on psychology. d) They should serve the basic needs of the students. e) They must be interesting. f) They should include pictures attractive to the pupils of lower classes. g) The subject matter should be veracious and in keeping with the standards of the students for whom the syllabi are meant. i) The syllabi should be multi-dimensional.

14. SHAIKH, Asghar Ali. Nisab Sazi Kay Chand Ahem Pehlu (Some Important Aspects of Curriculum Planning) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 67-76. July, 1974 (U).

Curriculum generally means the written course of studies prepared by a committee of educationists, experimented in classroom, and used in school. Usually it is in a book form and is valid for every one in a place. It is considered useful

for every student who wants to schieve some definete aims by learning any subject. In the eyes of modern educationists curriculum includes all the activities a child experiences in the school or out of it. Therefore, planning of curriculum requires a thorough consideration of all experiences a child comes up with in relation to home and society.

There are three main factors of curriculum, the teacher, the taught, and the contents to be taught. The role of each is discussed in so far as it affects curriculum planning.

EDUCATION GOALS

15. BAQAI, M. Sabihuddin and SAMY, Ismail A. Improving Educational Standards --- Dawn (Karachi) July 21, 1974.

Much is being done in the country to expand education, but very little to improve its quality and standard. Teachers, administrators, employers all complain that nothing is being done to remedy the situation. It is thought enough for a student to memorize a certain body of facts. He should, on the other hand, apply his thinking ability independently, and develop his capability to evaluate and interpret facts. The educational process is expected to inculcate in the student the habit of taking the initiative. Education involves the total personality of the student.

As the number of schools and college increased, the availability of the requisite number of teachers became a serious problem. While opening schools for children under the pressure of local communities, the government know that capable and trained teachers were not available to man this ever-growing number of schools, but it had to accede to the public demand. Under such conditions the standard of education is bound to suffer. Besides, the selection of teachers too, is not based on merit and academic qualifications. The best brains are not attracted to the teaching profession, because the monetary benefit is poor. The administrators, too, do not have the realistic approach. Education has, therefore, become purposeless. The student himself doubts whether his education will do any good to him.

16. HUSAIN, Anwar. Education Goals --- Pakistan Times (Lahore) September 26, 1974.

The Punjab Government's decision to extend free education in nationalized schools up to class X from the next month shows its determination to adhere to the 1972 policy targets. The step

should insure that the large number of students who have availed of free educational facilities up to class VIII now have the necessary incentive to continue their educational career to the matriculation level. Many others who had given up education because they could not afford to pay even the reduced matriculation fees will also be tempted to resume schooling. This should be particularly true in the case of rural areas where the cost of higher schooling and the need for more farm-hands combine to deprive many children of education beyond the first few primary stages. Easier availability of matriculation facilities will also serve to encourage a large number of young people to branch out into meaningful post-matric employment-oriented courses.

At this point, it would be wise that the Government should stop and assess what nationalization has achieved or failed to achieve so far. Conditions in the nationalized schools and colleges are far from satisfactory. In most cases, even basic school facilities have not improved. The shortage of trained teachers also continues as usual. It is, therefore, suggested that each provincial government be asked to set up teams of suitably qualified persons to undertake a review of the process of nationalization.

17. NASR, Sayyed Hossein. Islamisation of Humanities and Sciences --- Islamic Perspectives (Karachi) IV (1 and 2): 425-426. March - June, 1974.

A comparative analysis of the Muslim system of education and the Westerr, that is, the Christian System of education shows that the West has a conceptual clarity about what they teach and disseminate to their children, while the Muslim East is not even aware of what is being taught or ought to be taught to Muslim children. This is the tragedy of Muslim education. Islamic education at school levels, so vital for personality building is almost ineffective today. The reason is that our colleges, universities, and schools have no Islamic climate or background, without which Islamization of humanities and sciences is not possible. The responsibility ultimately rests on the university authorities and the planners of education.

Islamic orientation is not possible without the revival of Arabic language in the Muslim world. The teaching of Arabic and the understanding of Islamic theology and culture can guarantee the survival of Islamic culture and education in the country. Revival of Arabic is necessary if the renaissance of Muslim education is ever to come.

EDUCATION PLANNING

18. AHMED, Shakeel. Ta'aleemi Betawajjohi Ka Masala (Problem of Neglect to Education) --- Musawat (Lahore) September 29, 1974 (U).

The continued deterioration in the standard of education has become a national issue that needs to be solved on national level. We should also change the concept and practice of education now that the country has been launched on the course of industrialization. We need education that is meaningful and practically useful. There should be coordination between education and employment.

The need of the time is to prepare a syllabus that could fulfil our technical requirements in modern society. Technical and technological education has to be given priority over the teaching of other subjects. We have already wasted much time on trifling with education, and we cannot afford to do so any more.

19. BASHIR, Qazi Ikram. Nai Ta'aleemi Policy (New Education Policy) --- Imroz (Lahore) July 29, 1974 (U).

There is no proper planning of education in our country. There exists no committee to fix the dates of examinations. The present practice is to have the fixation of dates to some educational experts who rarely take into account the following points: 1) how long the educational institutions remained closed; 2) whether the course has been completed; and 3) how much precious time has been wasted due to students' or teachers' strike. The teachers are concious of only one thing, and that is the holding of examinations on time.

Another disturbing decision is that the students who have passed in Third Division are not be admitted to colleges. This year as many as ten thousand students have passed in Third Division. Nobody can say what will happen to them or where they will go. One thing is certain, that is, without proper planning, the new education policy will fail to achieve the required results. The authorities should pay immediate attention to this possibility.

20. HUSAIN, Syed Iqbal. Ta'aleem-o-Tadrees Ka Nizam (System of Teaching) --- Mashriq (Karachi) September 23, 1974 (U).

There is no doubt that much importance has been given to education by the People's Government. But the fact remains

that true balance and co-ordination are missing between education and development needs. Some of the subjects that are taught in our institutions neither serve the industrial or agricultural sectors of our nation's economy, nor bring any enlightenment to the students. There is a general demand in the country that syllabus should be prepared according to our economic needs. Pakistan being an agricultural country, priority should go to agro-education. The emphasis on subjects that are of no practical use for the country, is emphasis misplaced and should be shifted as soon as possible.

21. RASHEED, Saeed Ahmad. Ta'aleemyafta Afraad Ki Berozgari (Unemployment of Educated) --- Mashriq (Karachi) July 12, 1974 (U).

No attention has been paid to the manpower of the young generation. It is also unfortunate that whatever has been done for the literates is not enough. According to an estimate, the expected population of Pakistan would rise to 1100 or 1200 million by 1990. Likewise, the population of those persons who belong to the third-class literates, will rise to 40 million. If, therefore, the ratio of employment fails to rise at this rate, the number of unemployed literates will double or tripple in due course. Thus, planning in education is highly essential in order to cope with the situation. Unfortunately no priority has been given to planning as such, in our country. Thus, our education has become meaningless, and lack of planning has created manifold problems.

22. RIZVI, M.H. Ta'aleemi Meaar Kaisay Barahiya Jai (How to Raise Educational Standard?) --- Musawat (Lahore) September 16, 1974 (U).

Our universities have become factories for printing and distributing degrees. The students who pass out of the university lack the minimum of knowledge they are expected to have. The truth is what they are taught is superficial.

The teachers too are not provided the opportunity for research. Sometimes they are not allowed even to appear at the professional examinations. As a result, their educational capabilities remain static. The in-service teachers should be allowed to appear at the professional examinations so that they may gain professional and technical proficiency. No restrictions should be imposed upon the in-service teachers to appear in professional examinations.

EDUCATION REFORMS

23. KHAN, Hamiuddin. Pakistan Ka Naya Ta'aleemi Mansuba (New Educational Plan of Pakistan) --- In; Tarikh-e-Ta'aleem, 278-306, Karachi, Ghazanfar Academy. 1974 (U).

In the twenty-five years of its history, Pakistan was never out of the woods. Amarchy and maladministration brought havoc in every field of life. Educational scene was also rampant with mismanagement and discontent. The need of the day was not a change here and a change there. A complete overhaul of the educational setup was the only cure. The new democratic government, which came into power in 1971, was aware of this need, and it immediately proceeded to introduce revolutionary changes in the educational setup, known as New Education Policy. Education became the national subject.

The various proposals embodied in the new education policy are briefly mentioned and are critically examined.

24. MALICK, Qayyum. Low Quality of Education --- Morning News (Karachi). September 20, 1974.

As we are anxious as a nation for a high standard of education and better results at the college and university levels, the Commission setup by the Ministry of Education, should undertake a study of whether the cause of quality education would be better promoted by having courses of study at the primary and secondary school stages that are suited to the genius of the common run of boys and girls, or to the needs and requirements of a few genius minds. In order to promote the cause of better education for all, the Commission should make a study of the need for uniform courses of study and textbooks for all schools. It should also give thought to whether we should continue the present practice of aggregate marks in all subjects at the matriculation examination for determining a student's division, or to judge a student's merit on the basis of his proficiency in one or two subjects that are of special interest to him. The Commission's most important task should be to recommend what may be taught in the primary stages at different age levels.

25. MALICK, Qayyum. Quality Education --- Morning News (Karachi) July 9, 1974.

A look at the contents of the textbooks reveals that much of what is taught to our boys and girls at schools is of no material or intellectual benefit to them. This sort of teaching may be useful to students who opt specialization at a ripe age. There is no logic in thrusting so much abstract knowledge down the throats of all boys and girls for full six years at the secondary level of school education.

The futility of such teaching is evident from the fact that the children do not respond to this knowledge. So the first step toward better education at school is to divest the curricula and syllabi of all the material that belongs to the realm of specialized knowledge and is superfluous to the needs of the majority of the students. It should be replaced by the courses of study that will help the child understand the realities of the life around him, and will train him to be a useful and respected member of the society. For the preparation of suitable textbooks, the Minister of Education of each province should set up a body of intelligent practising teachers, experienced educationists, and parents devoted to the cause of education.

ELEMENTARY AND SECONDARY EDUCATION

26. MALICK, Qayyum. English Medium Schools --- Morning News (Karachi) August 20, 1974.

Why do English medium schools fail even in teaching good English? The answer lies in the false presumption that the children who attend these schools have English as their mother tongue, or they come from homes where English is spoken as freely as the mother tongue. All textbooks prescribed for these schools are based on this false concept. The children who are absolutely beginners in English, are confronted right from class I with the formidable task of learning everything through English books. This results in disaster. The children just do not understand what they read.

Urdu medium schools, on the other hand, are definitely better in so far as the children intelligently follow the contents of the textbooks. However, one shortcoming in the case of Urdu medium schools is that they do not pay adequate attention to English and consequently do nor prepare their students for higher studies at the college and university levels where English is the medium of

instruction. Parents and educationists who have given careful thought to the matter suggest that the teaching of English should start from Class I in all schools, that no educational institution should have English textbooks for other subjects up to Class VIII, and that English should be the medium of instruction for all subjects in classes IX and X, so that those who want to go for higher education may be well versed in the language.

27. SAMIULLAH. Promotion to Higher Class --- Star (Karachi) July 15, 1974.

It is common practice throughout Pakistan to promote students of primary schools to higher classes even if they incidentally fail in one or two subjects. It was suggested as an alternative that the students failing in a subject or two should be re-examined in the respective subject immediately after the summer vacation to provide them an opportunity to save a precious year for them. But this suggestion was not accepted. It is, therefore, suggested that the Sind Education Minister should issue a directive to all primary schools in Sind either to promote such students to next higher classes or hold for them supplementary examinations immediately after the summer vacation.

28. SHAD, Ashraf. Missionary Schools --- Mashriq (Karachi) July 23, 1974 (U).

Two years ago, when the educational institutions were nationalized, a few schools were exempted from the process of nationalization. Most of them were Missionary schools. It was, however, announced that if complaints of irregularities and mismanagement were reported to the authorities, the exempted institutions would be immediately nationalized. But in spite of an ever-growing number of complaints, the authorities have chosen to sit quiet. Most of the Missionary schools are reported to be fanning hatred, and increasing the tuition fees with a corresponding reduction in the facilities provided to the students. These complaints have been duly brought to the notice of the government. In view of the gravity of the situation, the department of education should immediately intervene in the matter and set right the affairs of these schools.

EXAMINATIONS

29. AHMAD, Ashfaq. Semester System --- Sun (Karachi) July 3, 1974.

With the introduction of the semester system, students who were regular till 1972-73 sessions and were unable to appear in the annual examinations of 1973 have lost their status as ex-students. There are a number of students who could not appear in the 1973 annual examinations for want of full attendance. Since the University Grants Commission is about to discuss the examination system with the Karachi University, it is necessary to solve the problem faced by a number of students who are unable to study under the semester system, and who were not allowed to appear in the 1973 examinations. It is suggested that if the students who had at least 40% of attendance during 1972-73 session should be allowed to take the examination to be specially held in 1974. The University Grants Commission should see its way to approve the eligibility of all the affected students who are not eligible for appearing in the last examination under the old course.

30. AHMED, Zahoor. Maujooda Nizam-i-Imtehanat Mein Doorrus Tabdili (Far-reaching Changes in Present System of Examinations) --- Imroz (Lahore) August 5, 1974 (U).

The present system of examinations does not provide a correct measure of the merits of students. In fact, the system of examinations cannot be separated from the system of education. The system of examination just mirrors the system of education.

The present system of examinations is defective, meaningless, and negative in approach. It neither nourishes among students the desire to acquire true education nor fulfils the demand for the promotion of education. The new system of examination, which has been given the name of internal and external classification, has been introduced from the first of April this year. The students who will appear in the Board examination in 1976 will be classified under this new system. The division system has been abolished in preference to five grades. There will be at least four tests during two years and the students will be given points on the basis of marks they obtain. Five points will be given on obtaining more than 70% marks, four on 60 to 70% marks, three on 50 to 60% marks, two on 40 to 50% marks, and one on 33 to 40% marks. Grades will be determined on the basis of this scale. Points will also be given on extra-curricular activities and good character. It is, therefore, hoped that the new system will raise the standard of education.

31. AKBAR, Mohammed. Unfair Means --- Pakistan Times (Lahore) September 27, 1974.

The question is why a student uses unfair means in his examination. Obviously, he is not fully prepared for the examination. Most teachers idle away the academic year without doing any serious teaching work. The students belonging to the well-to-do class can arrange for private tuition, but students of poor parents have no choice but to depend on keys and guides. When this device also fails, they take to unfair means.

In short lack of proper coaching in schools encourages the use of unfair means in examinations. Even then, the student does not do it alone. The superintendents and invigilators are in most cases a party to such corrupt practices. Irregularities in examining bodies are also not uncommon. It is a considered opinion that to check malpractices in examinations and to restore the authority of the teacher, we must first improve the quality of class-room instruction.

32. HUSAIN, Anwer. Semister Sistam Kay Fawaed (Advantages of Semester System) --- Hurriyat (Karachi) July 6, 1974 (U).

During the last 25 years, the outdated system of education has done tremendous harm to the country. The present government has introduced some far-reaching reforms, which, if implented properly, will raise the standard of education. The semester system, which has already been introduced at the university level, will soon be introduced at college level also. This system will not only create interests among students but also help remove the inherent defects of the past system. The students will be free from the habit of depending upon the guess papers and memorization. They will take this studies seriously and will pay more attention to the textbooks. Further, if they remain irregular in attendance, they will suffer for it. The sooner this system is introduced in colleges, the better it will be for the students.

33. IRSHAD, Hakim Syed. Unfair Means --- Pakistan Times (Lahore) September 22, 1974.

The practice of using unfair means in examinations has become so wide-spread that something has to be done about it if the society is to be saved from going to pieces. These practices are a crime

not only against the system but also against the very concept of civilization. Cheating habits, developed among the youth during the formative years, continue throughout their life.

Such students lack the power of self-expression because they pass with the help of half-baked notes, guides, keys and guess papers. Some educationists have become so disgusted with the present state of affairs that they recommend the liquidation of the examination system itself. This is not the remedy. We are for conservative reforms, because the fate of the semester system and the method of giving sessionals is known to everybody. We have to eradicate the evils of the existing examination system.

34. KHALID (Mrs.) Tanvir. Semester Sistam Ka Nizam-e-Ta'aleem (System of Education in Semester System) --- Jang (Karachi) July 22, 1974 (U).

One good aspect of the semester system is that the internal examinations and the class-room work play a very effective role both in the teaching and the learning processes. A comprehensive examination is held after each semester and very few alternatives are given in the question papers. This arrangement creates lot of interest in the students and compels them to complete their work the same day. They also get used to paying deep attention to the lessons in the class-room. The marks that they gain for being regular and attentive are added to their account for the comprehensive examinations.

The present system of education in the country is extremely defective. The students from the age of 5 till the age of 25 seldom get an opportunity for thinking or acting independently. Since the beginning of Pakistan, different education policies were formulated on different occasions, but none yielded the desired results. The reason is that our sociological conditions and ideological concepts lack homogeneity and harmoney. It is, however, hoped that with the introduction of the semester system, education would regain its importance. But in order to make this system a success the number of libraries has to be increased.

35. MUSTAFA, Mohammad. Examination Changes --- Pakistan Times (Lahore) July 31, 1974.

The Inter-Board Committee of Chairmen has decided that henceforth matriculation examinations throughout the country will be held in

March every year, and intermediate examinations in April. This uniformity in examination dates is welcome. It would be necessary, however, to ensure that college and university instruction, examination, and admission schedules also achieve a corresponding uniformity. The present scene is full of confusion, with last year's examinations and academic sessions still beginning. The amount of student-time wasted because of examination delays, and the possible employment opportunities missed, must be colossal. In this context, boards and universities should also think of ending or at least drastically reducing the system of holding repeated supplementary examinations which upset academic schedules. Often, fresh examinations have to be ordered because of mistakes committed by the paper-setters or the examination staff. But delays are not the only problem besetting the examination system. The system itself requires a drastic overhaul. It would be a folly to persist with the present examination system much longer, but it would be equally wrong to hurriedly usher in a new order in such a sensitive sector as education without proper preparation.

36. NAZ, Sadaqat. Imtehanat (Examinations) --- Akhbar-e-Jehan (Karachi) September 10 - 25, 1974 (U).

Nobody disagrees with the new educational policy introduced by the Government, but the conditions now prevailing in the educational institutions are too deplorable to hold out any hope for the future of education in our country. The standard of education, of course, was very high in the nationalized schools. But this was only because the administrator of every such school had one object in his view, that is, to enhance the reputation of his institution.

The situation has now changed. The standard of teaching in almost all the nationalized schools has fallen remarkably low. The teachers on their part, pay little attention either to the students, or their own duties. They are mad after private tuition. If this state of affairs continues for long, then education in our country has a dark future indeed.

37. QADRI, Shaheer. Semister Sistam (Semester System) --- Hurriyat (Karachi) July 6, 1974 (U).

The present government has taken much pains to improve the system of education during the two and half years of its

existence. Semester system has already been introduced in the University of Karachi, and the colleges also will have it from next year. The question, however, still remains whether this system will benefit the students?

The system has its own substitute for examination. Examinations will be held after every four months. It is obvious that only those students who attend the classes regularly will get through the examinations. But this will not be possible for those who are employed during day-time and study in night colleges. The consensus of the students does not seem to favour the semester system. Not only the number of colleges in Karachi is inadequate but also the strength of the teaching caders is insufficient to cope with the demands of the semester system.

38. RIAZ, Mirza. Imtehanat, Ta'aleemi Meyar Aur Qaumi Mustaqbil (Examinations, Educational Standard and National Future) --- Imroz (Lahore) August 2, 1974 (U).

During the last twenty-five years, the standard of education has continually declined. In order to attain high position, a student turns to help of recommendation instead of books. Most of them have the support of their parents in this planning. Naturally, examinations have become a farce.

The students do not attend the classes all through the academic year. They plan to use unfair means in the examination halls. The most unfortunate fact is that they copy from the books undeterred by the presence of the invigilators. After the examinations they visit the examiners and coerce them to give them good marks. Then, in cooperation with their parents, they seek admission to medical and engineering colleges. Here too they are not fair. They freely use unfair methods and ultimately succeed in their plan. This is indeed a blot on the system of education in a country like Pakistan. Such methods have to be stopped without further delay.

39. RIZVI, M.H. Imtehani Nizam Mein Mujavvaza Islahat (Proposed Reforms in Examination System) --- Imroz (Lahore) September 14, 1974 (U).

The abolition of division system and the introduction of grades in the examinations was expected to improve the standard of education. But this expectation has not been fulfilled, because

under this system the students are divided into five classes instead of three. Those who get 'D' and 'E' grades will be deprived of the chance to continue their education. They would be deemed eligible neither for higher education, nor for any job. The question is what will happen to them and their future.

Various examiners will adopt various methods for examining the papers. One paper will be examined by five different examiners, thus further complicating the situation. Naturally, all examiners would not allott equal marks in a paper. Further, there is every possibility of the grading of a student being different by the school and the board. In order to show better results, the different schools will vie with one another in awarding higher grades than their wards deserve.

40. ZAFAR, M.S. Semester System --- Pakistan Times (Lahore) August 24, 1974.

The news that the semester system has been scrapped at the Government College, Lahore, comes neither as a surprise nor a shock. It is the logical end of a hastily implemented scheme. In principle, we support the semester system. But the question is whether the system suits our circumstances. Let us consider the case of the Punjab University. Dozens of colleges are affiliated to the University at the B.A./B.Sc. and M.A./.Sc. levels. How will the University be able to maintain a uniform standard of evaluation of student performance during a semester in different colleges? In the semester system, the teacher has more freedom to misuse his authority than in the sessional system. The news item about the semester system also mentions that the Government College has in the meantime developed an advanced up-to-date syllabus. The Physics Department of the Government College is following the same syllabus as is taught by the Physics Department of the Punjab University. This syllabus was actually developed by the teachers of the University's Physics Department.

EXTRA-CURRICULAR ACTIVITIES

41. AHMAD, Ejaz. Students and Social Work --- Pakistan Times (Lahore) August 18, 1974.

When educational institutions in the Punjab were closed for summer, it was announced that after they reopened, the first two weeks

would be devoted exclusively to social works programs. But reports from most educational institutions suggest that there is a great deal of confusion on this point, and very few school and college principals are taking the project seriously. Adult literacy, environmental improvement, tree-plantation these are the fields where students could play an invaluable role. Unfortunately, no effort was ever made to mobilize them for such purposes. The two-week program could have provided a good starting point, but that too, seems to have been abandoned. The government should plan community projects as an integral part of the curriculum in all institutions and ensure that it is sustained on an year-round basis.

HEALTH EDUCATION

42. AHMED, Bashir & others. Khuraak Aur Ghizaiyat (Food and Nutrition) --- In: Sehat-o-Ta'aleem-e-Jismani, 43-55. Lahore, Punjab Textbook Board. May 1974 (U).

The teaching of proper habits of eating to a child are very important, especially in early stages. Early habits count for much in later life. The early the child is taught the proper way of eating, the better for his future health. Teachers of primary schools should be adept in the art of nutrition and eating habits, so that they could develop proper eating habits in children.

There is a brief discussion as to how the teacher should impart knowledge of nutrition to this students, and the various steps he should take to develop healthy eating habits. The information is divided by class. In class I the teacher is required to tell the students that clean food is necessary for health, and the use of clean utensils is a must. In class II the students should know the various sources from where food is acquired, and in class III the students should know the importance of eating at regular times.

43. AHMED, Bashir and others. Sehat-o-Ta'aleem-e-Jismani Ka Jaiza Aur Tariqaekar (Analysis and Methodology of Health and Physical Education) --- In: Sehat-o-Ta'aleem-e-Jismani, 115-138. Lahore, Punjab Textbook Board. May, 1974 (U).

In order to find out how far the program of health education is successful, we have to analyze the progress from time to tiem. This analysis is very important for judging the efficacy of

the health education program. The results of the analysis give proper guidance for the future. The analysis shows the physical development, physical capability, health, and eating habits and tendencies of children.

The technique of analysis includes: 1) informal observations; 2) regular record of all activities; 3) physical and health examination; 4) examination through questionnaires; 5) oral tests; and 6) analysis of achievements. Methodology of analysis and sample questionnaires are provided at the end.

44. AHMED, Bashir and others. Ta'aleem-e-Jismani (Physical Education) --- In: Sehat-o-Ta'aleem-e-Jismani, 57-113. Lahore, Punjab Textbook Board. May, 1974 (U).

The new Education Policy has laid great emphasis on the importance and utility of physical education, and the subject is to begin from primary classes. The present syllabus includes all the activities that help proper physical growth. The present information provides guidelines to the teachers of physical education and tells whom to teach, what to teach, how to teach, why to teach, and where to teach.

The subject is discussed in some detail under the headings: 1) necessary information about physical education; 2) syllabus of physical education for class I to class III; 3) details of curricular activities of physical education for class I, Class II, and Class III.

45. AHMED, Bashir and others. Ta'aleem-e-Sehat (Health Education) --- In: Sehat-o-Ta'aleem-e-Jismani, 1-41. Lahore, Punjab Textbook Board. May, 1974 (U).

Health is not confined merely to the physical frame of a man. It also includes his mental, social, and spiritual health. The importance of health education is now an accepted fact. It is a social necessity today. A healthy society is possible only with healthy citizens, thus, health education should be part and parcel of any education scheme.

The subject of health education is discussed in some detail under the headings: 1) aims and importance of health education; 2) personal care of health; 3) avoidance of dirtiness; 4) cleanliness of environment; 5) prevention of accidents; and 6) precautions against contagious diseases.

46. AHMED, Fazal and others. Tadrees-e-Jismani Ta'aleem (Teaching of Physical Education) --- In: Mubadiyaat-e-Ta'aleem, 260-283. Lahore, Sh. Ghulam Ali and Sons. May, 1974 (U).

To lead a happy and useful life physical education is as necessary as social and professional education. Physical education is an important part of general education for an overall balanced development of an individual's personality. Physical development is as important as mental development, and any imbalance between the two will result in an imbalanced personality at the end. Physical education is now a part and parcel of educational schemes in all civilized countries. The writer has briefly mentioned various reasons for treating physical education as a necessary part of general education.

The writer discusses what type of physical education should be imparted in schools and how? The discussion is made under the headings: 1) health and diet; and 2) health and exercise.

HIGHER EDUCATION

47. HUSAIN, Irshad. Educational Standards --- Dawn (Karachi) July 23, 1974.

The University Grants Commission has done well to set up a study group to find out how the universities are faring in their struggle for establishing satisfactory academic standards. The questionnaire issued by the study group will help in finding out the causes of deterioration in the standard of university education and arrive at suitable conclusions as to what should be done to arrest the decline. The questions mainly relate to such questions as the adequacy of teaching staff, contents of the courses offered, student-teacher ratio, and essential facilities like classrooms, laboratories, and libraries. One particular feature of the inquiry is its accent on the substance of the syllabi along with the nature of the review mechanism and the frequency of revision. Another point under scrutiny is the physical aspect of the material available for research scholars and the services provided for seekers of knowledge. One vital factor relevant to the question of raising the standards of education is the approach of the teachers as well as the students to the educational process.

48. PERVEZ, Shaikh Riaz. Multan University Ka Qiyam (Establishment of Multan University) --- Nawai-Waqt (Lahore). August 16, 1974 (U).

It may be recalled that while announcing educational reforms, Prime Minister Bhutto, had promised that one university each in Dera Ismail Khan (N.W.F.P.), Multan (Punjab) and Larkana (Sind) would be established very soon. The Prime Minister has already laid the foundation-stone of the promised university in Dera Ismail Khan. Construction of buildings has already started, and a vice-chancellor has been appointed. As for the establishment of the Multan University, the Provincial Education Minister had announced that the proposed university would start functioning from October, 1973. But the announcement has not been materialized so far. In Multan, there are 25 Arts and Science Degree Colleges. This region has also one Law College, one Teachers' Training College, and one Polytechnic college. The establishment of a university is yet to come.

49. SAEED, Khwaja Amjad. University Ta'aleem Ki Ahmiyat (Importance of University Education) --- Nawai Waqt (Lahore) July 28, 1974 (U).

The Government have recently directed the University Grants Commission to examine the working conditions of the university teachers and make recommendations for running the university on sound lines.

Close coordination between the various universities in the field of Research is of the utmost importance. The Research work in the country can gain purpose and direction only if the government takes up the work of selecting the subjects and making it incumbent on the universities to carry it out. The teachers who submit good research articles or white books, should get promotions out ofturn. It is proposed that a list of international magazines on research should be compiled and circulated among the universities. The promotion of deserving teachers should take effect from the date of the published article. It is a matter of regret that our universities subscribe only to a few magazines of international repute.

ISLAMIC EDUCATION

50. AHMED, Fazal and others. Islamiyaat - Ahmiyat Aur Maqasid (Islamic Studies - Importance and Aims) --- In: Mubadiyaat-e-Ta'aleem, 156-184. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Islam is not merely a mixture of some forms of worship, rites, and rituals. It is a complete way of life covering the entire

human life from birth to death. We are Muslims, and Pakistan came into being in the name of Islam. Being a Muslim and Pakistani, for us the subject of Islamic studies is of paramount importance in our life. The teaching of Islamic studies holds a place of important in our educational setup.

The writer discusses the subject in some detail under the headings: 1) Islamic studies - importance and objectives; 2) training for making Islamic education a guide in practical life; 3) teachers' character as a model for students; and 4) moral environment of the school and practical program for training in character.

51. NAQVI, Shahid Ali. Religious Education --- Pakistan Times (Lahore) July 29, 1974.

Religious or Islamic education, introduced as a compulsory subject at the primary or higher secondary levels, cannot remain immune from controversy, because no one can prevent individual teachers from lending their own bias to their instruction. Every school of thought would be justified in demanding separate religious instruction for their children. The constitutional guarantees in this regard are very clear and naturally any administrative order that either violates or attempts to override these provisions will be against the natural principles of justice. The remedy lies in the declaration of Islamic education as an optional subject.

LANGUAGES, TEACHING OF

52. AHMED, Fazal and others. Tadrees-e-Urdu (Teaching of Urdu) --- In: Mubadiyaat-e-Ta'aleem, 59-117. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Urdu is our national language and the masses speak and understand it. This language is of much importance for the Muslims of the sub-continent, as it possess the rich heritage of Muslim culture and civilization. One of the reasons for the creation of Pakistan was the safeguarding of Urdu language. Among other languages of the sub-continent, Urdu is the richest language, and it is fully capable of being used as a medium of instruction. Hence the need for competent teaching of Urdu Language in schools and colleges.

The writer discusses in some detail how Urdu language should be taught in primary classes. There are four basic means of teaching and learning Urdu: 1) Listening; 2) talking; 3) reading and

4) writing. The practice of listening is the most neglected field in Urdu teaching. It is discussed how Urdu teaching should proceed in each class, so that the four basic aims of Urdu teaching are achieved.

53. AKHTAR, Naseem. Ingraizi Zabaan Mein Dars-o-Tadrees (Teaching in English) --- Imroz (Lahore) August 12, 1974 (U).

The retention of English as the medium of instruction in our schools has not only limited the mental horizon of our students, but also lowered our national prestige. It is inexplicable why the medium of instruction has not been switched over to Urdu. It is said that books on medical, engineering, or technological subjects are not available in Urdu. This is not true. Most of the books on these subjects have been translated into Urdu.

It would be advisable if the education departments take up this matter and start getting more books translated into Urdu. There is no reason why this cannot be done.

54. ANSARI, Nasim. Qaumi Zaban Mein Tadrees (Teaching in National Language) --- Mashriq (Lahore) September 10, 1974 (U).

Urdu, which is our national language, has long been neglected. English continues as the medium of instruction in our educational institutions. This has been a great injustice to our national language. It is unfortunate that even twentyseven years after independence we have not introduced Urdu as the medium of instruction in schools and colleges.

One of the justifications advanced for the continuance of English is that it has a rich collection of scientific and technical books which Urdu does not possess. The facts does not bear this out. A number of important English books on scientific and technical subjects have already been rendered in Urdu, which possesses a good technical vocabulary. The government must introduce Urdu as the medium of instruction at all levels without further delay. Unless this is done, our identity as a nation will never appear.

LIBRARIES

55. SAEED, Khwaja Amjad. Qaumi Library Ka Qiyam (Establishment of a National Library) --- Nawai Waqt (Lahore) July 29, 1974 (U).

The need for the establishment of a national library is being strongly felt. The national library should not only be set up in Lahore, but also be modeled after the famous British Museum Library. The question of the procurement of old manuscripts and books on all important subjects comes first. At the moment if any one wants to do any research work, he comes up against the dearth of the required material. Monetary problem should not be allowed to hamper this project. When we are already spending money on different national projects, this important project should not be allowed to suffer for want of funds. Twenty-eight long years have passed since the establishment of Pakistan, and we are still waiting for a National Library to be organized. This is most unfortunate indeed.

LITERACY

56. ALI, Husain. Nakhwandgi Mein Izafa (Increase in Illiteracy) --- Hurriyat (Karachi) September 17, 1974 (U).

According to a report, one million people are added every year to the population of illiterates in our country. It is suspected that the rate is even higher. Given these statistics, it appears next to impossible to remove illiteracy from the country, unless we introduce universal and compulsary primary education in the land. Both the provincial and federal governments should review the new education policy in the light of this shocking disclosure.

Two years ago when the new educational reforms were introduced, it was thought that the educational facilities would be made available to all, and that the parents would be relieved of much of their educational expenditures. In order to achieve this end, the government began spending heavily on every educational institution. But the results are not encouraging. The device of nationalization too has not worked well. Commercialization of educational institutions has no doubt stopped, but the grip of bureaucracy on education has been growing stronger. All the same, the rate of illiteracy is on the increase.

57. BAQAI, M.S. International Literacy Day --- Morning News (Karachi) September 10, 1974.

Pakistan is one of those countries that have a very high percentage of illiteracy and a high rate of population growth. A mere 20.13% of the population aged five years and above is literate and there is an annual addition to it because of the rapid growth of population at the corrected rate of 3.7%. It means that 48 million people have no privilege of education. The situation is worse in rural areas where as many as 85 to 96% of the people, five years old and above, are illiterate. Women are the worst sufferers. An insignificant percentage of 9.2 of age 5 and above is literate in the whole country, and a negligible 3.1% is literate in rural areas.

The availability of trained teachers is another bottleneck. Inspite of what is envisaged in the Education Policy of the Federal Government of Pakistan, its implementation is bound to be slowed down, and the possibility of achieving universal primary education by 1979 for boys and by 1984 for girls is indeed remote. Primary education is a big challenge which government officials, private social agencies, and the enlightened citizens must accept and meet with full vigor.

There are also 40 million illiterate adults who need to be educated. Another approach to the problem of illiteracy is the creation of a National Service Corps. Youth of the 17-22 age group are planned to be called for service in the Corps for one year after passing their Intermediate examination. Iran has successfully carried out a scheme of this kind, known as "Sipah-e-Danish."

58. AHMAD, Mumtaz. Sipah-i-Khidmat --- Pakistan Times (Lahore) August 5, 1974.

During training we were told that books for adults would be given free. But when we asked for the books, they were given to us for 25 paisa each. The authorities were not prepared to pay for the books, so we had to buy these books and pass them on to students free of cost. Finally, the seats lying vacant because of the resignation by some volunteers have not been filled so far. The number of volunteers is decreasing day by day, and this is adversely affecting the performance of the remaining volunteers. This sluggishness of the authorities will not contribute to the success of the adult literacy plan. This needs early correction. Both the volunteers and the authorities concerned should change their attitude to the work in hand.

LITERATURE FOR CHILDREN

59. HADVI, Masood Gauhar. What Kind of Books the Children Want to Read? --- Morning News (Karachi) September 14, 1974.

There is a woeful shortage of well-written, suitably produced, and low-priced books in the country. The writers should know what kinds of books children like and want to read. Most of the present-day books in their style, choice of symbols, and diction belong only to cities and city life, and overlook the village life which is the lot of a majority of our population. It is, therefore, necessary that our experts should first study our rural environment and then write books on the various aspects of village life. The material, of course, should revolve solely around our own environment.

Different kinds of popular scientific books are needed for children of varied ages. Books of satire or humour for children of school age are also scarce in our country. Such books have a substantial educative influence. The aim should be to give our school children a broad, liberal, modern education and make them worthy citizens of Pakistan.

MEDICAL EDUCATION

60. JALIL, Abdul. Medical Education --- DAWN (Karachi) August 10, 1974.

According to a report, Australia and New Zealand have de-recognized Pakistani doctors. Similar steps in regard to Pakistani medicos are also proposed to be taken in some other countries. The reason for this is believed to be lack of professional knowledge and skill in these doctors and lower standard of medical education.

It appears that in our country there is a trend to sacrifice of quality for quantity. More medical institutions have been opened to turn over a larger number of doctors, but at the cost of the standards of theoretical education and practical training. Apprehensions have been expressed that standards prescribed by the Pakistan Medical Association in this field are not always duly observed and enforced. It should be realized that this matter is not the concern of Pakistan Medical Association; it is a question of vital public interest. Half-baked physicians and semi-skilled surgeons pose a threat to the health and life of patients everywhere, at home as well as abroad.

PROFESSIONAL EDUCATION

61. RAHIM, A. Commerce Faculty --- SUN (Karachi) July 26, 1974.

There is no Commerce Faculty in the University of Karachi, and the students of Commerce are considered as external students. There are 12 papers for the B.Com students i.e., 6 papers in the previous year and 6 in the final, which are all compulsory. A B.Com. candidate is declared successful if he clears all the 12 papers, whereas a B.Sc. and B.A. student has to clear only 9 papers to be declared successful. Here is the difference of 3 papers. In B.Com. there is no choice of subjects, and all the 12 subjects are compulsory. But there is a provision of choice in other faculties. The following suggestions are made in this regard: 1) A Commerce Faculty should be opened in the University of Karachi. 2) Commerce students should also be given the right of appearing as external/private students at the examinations. 3) Choice of subjects should be provided to the students of Commerce. 4) The condition of securing at least 36% marks in aggregate should be waived for the faculties. 5) Subjects cleared by any student in any faculty should be considered as 'passed'. 6) Provision for appearing at the supplementary examination should be made for the students who have cleared all the subjects of the final year for all the faculties.

SCIENCE EDUCATION

62. AHMED, Fazal & Others. Tadrees-e-Riazi (Teaching of Mathematics) --- In: Mubadiyaat-e-Ta'aleem, 185-220. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Mathematics is a subject that is extensively used in every branch of life. Without mathematics even education is impossible. In a number of professions success depends on proficiency in mathematics. Science and technology cannot proceed one step without mathematics. Similarly, mathematics helps in cultural development. The writer briefly discusses what the aims of mathematics should be and why and how these aims should be achieved.

The author discusses various methods of mathematics teaching in some detail under the headings: 1) oral and written work; 2) repitition and exercises; and 3) practical work and hobbies.

63. AHMED, Fazal & Others. Tadrees-e-Sains (Teaching of Science) --- In: Mubadiyaat-e-Ta'aleem, 221-259. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

The modern concept of science is defined, and the need for the study of science is discussed. It is pointed out that in the modern world no development is possible without scientific progress. Science plays a definite role in every branch of life. Hence science education is a must in every scheme of education. There is a brief discussion of the meaning of scientific way of thinking and doing things and of the aims of teaching science especially in primary classes.

The wirter discusses in some detail the various method of science teaching and points out the importance of practicals. A few guidelines are also given as to how a teacher of science should satisfy the curiosity of children.

SOCIOLOGY

64. AHMED, Fazal & Others. Tadrees-e-Moashrati Uloom Ki Ahmiyat (Importance of Teaching Social Studies) --- In: Mubadiyaat-e-Ta'aleem, 118-155. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Development of social sense is the basic aim of education, and this can be achieved through proper education in the subject of social studies. Social studies is not mere history and geography. It includes all the sociological factors which affect history and geography and produce a social environment. The writer discusses briefly the importance of the subject of social studies in the present-day world.

The proper teaching of social studies requires the determination of aims of the teaching of social studies. There are two basic aims of teaching the subject. First, the students should have all useful knowledge about the world they are living in. Secondly, the subject should fully develop the potential qualities and capabilities of the students. These aims are briefly dealt with. The writer has also discussed in some detail the various teaching methods that have proved suitable for teaching the subject of social studies.

65. HABIB, Miriam. Family Life Education --- Pakistan Times (Lahore) September 29, 1974.

Our educators are already thinking and working on the question of introducing population education. Family planning services

and motivation have better chances of success as components of health and education than as isolated programs. We may have greater success in future if we start thinking in terms of social responsibility and of numbers in relations to resources, thus building the concept of the small norm where the quality of life for each child is the core idea. Happily, our Constitution protects the citizen from obscenity and pornography. Public-spirited persons and educators must continually strive to make this constitutional provision a social reality. Then, with enlightened tutorship, the virtue of our young men and women can be protected, because they will be armed with the knowledge that enhances the quality of family life.

66. QAYYUM, Abdul. Ta'aleem-un-Nas: Naya Nisabi Mouzu (Population Education: New Curriculum Topic) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 45-66. July, 1974 (U).

In every progressive and active society education curriculum is reformed and changed from time to time. These changes are brought about in the light of the change in the objectives of education. Today, efforts are being made in many countries to change the present curriculum in order to introduce education about population which has assumed new importance in modern times. It is a fact, however, that the introduction of a new subject seldom wins immediate consensus. The same is true of the subject of population education.

The writer discusses in some detail various aspects of population education under the headings: 1) need for population education; 2) contents of population education; 3) aims of population education; 4) change in education necessitated by population education; 5) positive and negative aspects of education change; 6) popularization methods of population education; 7) popular and vocational cooperation; 8) training for vocational guidance; 9) preparation of reference material; 10) cooperation with official and private organizations; and 11) availability of resources.

67. NADVI, Syed H.H. Education and Culture --- Islamic Perspectives (Karachi) IV (1 & 2): 433-438. March-June, 1974.

Before discussing the question of education it is necessary to be clear in our mind about the prupose which we want education to serve. Once we have a clear idea of a society, we can justifiably evolve the means that are useful for the development and maintenance of that society. Education bears direct relation to the social system for which it is meant. A particular system of education

has a meaning only in the context of a given social system. Education is the process by which the community attempts to pass on to all its members its culture. Culture is the sum total of various elements, and it extends from rudimentary knowledge to the interpretation of the universe.

The writer defines briefly the difinition of culture and discusses what Islamic culture means. He also defines education and its purpose and emphasizes the rôle of religion in education. It is pointed out at the end that if Pakistan is to be saved, we should adopt the Islamic system of education, which alone can lead to the development and maintenance of our society.

TEACHERS

68. BANO, Hoor. Asataza Mein Bechaini Kiun (Why Unrest Among Teachers?) --- Hurriyat (Karachi) August 20, 1974 (U).

Almost two years have passed since the nationalization of private schools and colleges, but the old problems are still there unsolved. The justification offered by the government for the nationalization of educational institutions was that on the one hand the owner of such institutions were extracting fabulous amounts of money from the parents and guardians of the students, and on the other hand the teachers were getting far less than what they deserve as per their qualification and experience.

The teachers in particular welcomed the step taken by the government in the hope that their salary would be increased and that other facilities would be provided to them. But no such thing has happened. The result is that the teachers have lost interest in their duties, and consequently the standard of education has begun falling rapidly. The students alone are the losers. Unless the grievances of the teachers are redressed, the scheme of nationalization will not succeed.

69. MALICK, Qayyum. Are the Teachers to Blame All the Time? --- Morning News (Karachi) September 8, 1974.

We all tend to blame the teachers for the alarming deterioration in the standard of education in our country. The parents complain: a) our teachers never do an honest day's work in their life; b) they neglect their duty in school, so that the children may engage them for private tuition; c) our teachers are unequal to the task entrusted to them.

The headmasters and headmistresses, take sadistic pleasure in overloading the children with extra books that are never taught by the teachers. The heads of our schools are indifferent to what the teachers teach and with what success. When the students clear the anhual examination through memorization or cheating, they ascribe a good measure of the children's "success" to their own organisational capabilities. Most headmasters and headmistresses are ignorant of the causes of failure of their students. A ready answer to the query from these teachers is: "Rationalize the curricula and syllabi, and you will see that we are the best in the world."

Almost all experienced teachers scoff at the so-called training under the B.Ed. courses of study. It is too theoretical in nature and cannot produce good teachers. They recommend a system of short-term in-service training at frequent intervals.

70. NEAZI, Mohammad Aslam Khan. Asateza Aur Mara'aat (Teachers and Concessions) --- Nawai Waqt (Lahore) August 11, 1974 (U).

Now-a-days, the teachers have no respect and importance in Society. They get the job not because of their merit, but because they have obtained recommendations from some important people. The matter does not end here. Senior and trained teachers remain where they are because they cannot influence the authorities, while the junior most teachers rise high thanks to the sources at their disposal.

Derserving teachers are not sent abroad for training. It is irony of circumstances that the employees of all government departments are entitled to accommodation, except the teachers. They are also denied medical benefits. Although the present government have done a lot for the betterment of teachers, much still remains to be done to help this unfortunate community.

71. ZAIDI, Nasir Ali. Science Asateza Key Liye Allowance (Allowance for Science Teachers) --- Musawat (Lahore) August 17, 1974 (U).

Science, as a subject, cannot develop in the country unless special inducements are provided to science teachers. Some time back the present government issued a notification granting special allowance to teachers holding the degree of B.Sc(Ed). But soon this notification was amended, and only M.Sc. teachers were declared eligible to the benefit. Their number, however, is almost nil at the school level. This amendment naturally

created a sense of frustration among B.Sc.(Ed.) teachers, who soon lost interest in their profession. In order to raise the standard of science education, the government should revise its decision and restore the special allowance to science teachers.

TEACHING METHODS AND MEDIA

72. AHMED, Fazal & Others. Kamyaab Sabaq Kay Anasir (Elements of Successful Lesson) --- In: Mubadiyaat-e-Ta'aleem, 10-23. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Readiness on the part of the student is the basic ingrdient of learning. Teacher alone can do nothing. A lesson will be successful only when the child is ready to listen to what the teacher has to say. A teacher should know that children are not naturally inclined toward a new lesson. So, it is up to the teacher to employ such means and devices as would attract the attention of the student.

Interest is of supreme importance so far as the attention of the children is concerned. The writer has discussed in some detail how a teacher can create interest in his lesson. He has also discussed other important aspects of a successful lesson, such as its closeness to actual life and the relationship of one subject with the other.

73. AHMED, Fazal & Others. Kamyaab Tadrees (Successful Teaching) --- In: Mubadiyaat-e-Ta'aleem, 1-9. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Teaching, literally means the giving of lesson or imparting of knowledge. But in the real sense this expression means much more than this. It means awakening the mind of the taught and guiding him in the right direction so as to enable him to live a successful life in his surroundings. Teaching does not mean merely making an individual memorize facts and figures and learn by heart data and passages with the only object of passing an examination. The real meaning of successful teaching is briefly explained.

The writer discusses the Islamic conception of successful teaching and points out that it was Islam that brought education near life and laid emphasis on its practical aspect. It is also discussed how successful teaching affects the personality of the taught.

74. AHMED, Fazal & Others. Samaee Basari Mawad (Audio-visual Aids) --- In: Mubadiyaat-e-Ta'aleem, 24-58. Lahore, Sh. Ghulam Ali & Sons. May, 1974 (U).

Audio-visual adis are of great help in affectively imparting knowledge, and these aids have greatly simplified the task of teachers. In advanced countries audio-visual aids are extensively used with satisfying results. The importance of audio-visual aids is briefly discussed, and it is pointed out that these aids should be used with care and under certain educational needs. It is also pointed out that local material can be used gainfully as audio-visual aids and that it is not essential to use only advanced aids for the purpose.

The writer discusses in some detail the various audio-visual aids, and points out how these aids are to be used. The aids include pictures, slides, cinema, television, maps, charts, graphs, black-board, models, globe, radio, tape recorder, ~~dramas~~, observations, visits, etc.

TEXTBOOKS

75. AHMAD, Nadeem. Darsi Kutub Ki Tabdeeli (Change of Textbooks) --- Nawai Waqt (Lahore) August 1, 1974 (U).

As soon as a new session starts, news appears that the textbooks previously taught have been cancelled because of certain defects and mistakes therein, and that new books will be published after necessary corrections and additions. Thus, the teachers have no book to teach, and the students have no book to read. And when the books are out, it is found that either the size has been changed or the number of editors has increased. Otherwise, new book is a reprint of the same old one. This practice should be stopped.

Certain changes need to be made in science books of higher classes. Changing of textbooks every year means extra burden for the parents who are hardly in a position to purchase new books. The textbook committee should look into the matter immediately and do the needful.

76. AHMAD, Nizamuddin. Darsi Kutub (Textbooks) --- Hurriyat (Karachi) August 31, 1974 (U).

The news is very disturbing that the textbooks that were meant for the students of class 1 of nationalized schools free of cost, have appeared for sale in open market. There are other

complaints too in connection with the supply of these textbooks. One such complaint is that money is being realized from the parents of the students against the price of these toxtbocks, and the students are forced to purchase books other than those prescribed. The situation demands immediate investigation. If it is not done, the parents and guardians would be right to conclude that the standard of education has deteriorated after nationalization while the expenditure on education has gone up.

77. FAROOQI, Fakhr. Imdadi Kitaben (Guide Books) --- Nawai Waqt (Lahore) July 25, 1974 (U).

It is announced off and on that the government of Punjab has decided to ban the publication and sale of test papers, guide books and other key books. The question is whether such announcements will yield the desired results of raising the standard of education. The following suggestions are presented in this behalf: 1) The hankering after such publication is largely due to our lengthy and difficult syllabi. In the lower classes, the number of subjects is far too high. The result is that the students cannot do justice to so many subjects and go in for 'Made Easy' guide books. 2) It has been noticed that teachers themselves actively encourage the students to purchase guide books. It they fail to do so, they are punished. The teachers should be made to give up this practice. 3) Students also complain that the teachers do not give proper attention to the lessons. 4) Majority of the students are of the opinion that the present lengthy and unnecessary textbooks drive them to the test papers because they are short, concise, and easy to understand. 5) The present defective system of examination is the direct result of the publication of aid books.

78. RAZA, Salma. Darsi Kitabon Ki Qimatein (Prices of Textbooks) --- Akhbar-e-Jehan (Karachi) August 7-14, 1974 (U).

The prices of textbooks have risen beyond the reach of parents belonging to low income group. Education has of course, been made free upto matriculation, but the prices of exercise books and textbooks have gone up beyond all proportions. According to one estimate, the prices of textbooks have risen by two hundred to three hundred percent. This situation will naturally force the poor parents to altogether stop the schooling of their children once for all. This does not behove a country like Pakistan, where the percentage of literacy is already so low.

WOMEN'S EDUCATION

79. MALICK, Qayyum. A Colossal Waste of Resources --- Morning News (Karachi) July 17, 1974.

The questions discussed with educationists and parents about the aims and objects of female education were: 1) What constructive role do we want our women to play in the development and progress of our country? 2) What do we want our girls to learn at school and college in preparation for this role? 3) Is the education they receive related to the responsibilities they will be called upon to fulfil in our present socio-economic structure? 4) Does a girl with an M.A. or M.Sc. degree prove a better house-keeper and mother than a matriculate trained in household duties? 5) What is the national gain in giving the girls the same education at school college, and university as we give the boys?

A detailed discussion on these questions brought out the following facts: a) Indiscriminate admission of girls in colleges and universities deprives a good many boys of the opportunities of acquiring higher education. b) Hardly 20 percent of girls with college or university degrees take up a career or profession. The rest forget their degrees and their education.

These facts lead to the conclusion that the system of education for our daughters should not be determined by the needs and requirements of a few individuals in the society. The present structure of our society requires that female education should end at the matriculation level, with a couple of years of training for those who would like to take up teaching, nursing, or secretarial work for a few years before their marriage. College and university education should be open only to girls who have the necessary talent and the requisite will and ability to combine marriage with a profession.

GENERAL

80. AHMED, Fazal & Others. Tadrees-e-Amali Funoon (Teaching of Practical Arts) --- In: Mubadiyaat-e-Ta'aleem, 284-299. Lahore, Sh. Ghulam Ali & Sons. May, 1974.(U).

Education only by the word of mouth is never effective. Where personal efforts and understanding are present education leaves a permanent impression on the learner's mind. The basis of mental training is the uniform development of all the senses and

this development is achieved through proper education. The training of human senses is largely dependent upon practical arts. How practical arts fulfil the basic aims of education and what important place they occupy in any scheme of primary education is briefly discussed. The various aims of teaching the subjects of practical arts are mentioned.

There is also a brief explanation of how the subjects of practical arts are related to the other subjects of studies.

81. ASHRAF, Syed Ali. Education and Culture in the Muslim World --- Islamic Perspectives (Karachi) IV (1&2): 427-432. March-June, 1974.

There is a great urge in all the Muslim countries to advance and get recognized as developed nations. As a result, the Muslim world is adopting Western culture to the neglect of its own culture. The men in power in Muslim countries have accepted almost without any discrimination Western culture and Western techniques. As education is considered the best means of producing experts in different fields, Muslim countries have borrowed from the West their education system, their experts and, therefore, their ideas and ideology.

This has created a conflict of thought in the Muslim world. There are two classes, one the product of the old system of education, and the other the product of modern education system. One is unaware of modern methods and concepts while the other is ignorant of their own culture and traditions. It is necessary, therefore, to see whether it is at all possible for us to remove the root cause of these conflicts. It is high time that we suggest a via media between the two extremes for our new generation so that they do not lose touch with their own traditions and culture and at the same time do not become intellectually retarded and educationally backward.

82. ASLAM, Mohammad. Ta'aleem Ka Tijarti Pahlu (Commercial Aspect of Education) --- Nawai Waqt (Lahore) September 27, 1974 (U).

Private educational institutions are making every efforts to raise the standard in order to attract the students, while the standard of education in the nationalized institutions is declining fast. According to a rough estimate, a teacher does actual teaching only for about two months in one academic year. A few suggestions are given below to improve the situation: 1) Separate reformation committees, both for men and women in every locality should be set up for imparting training

according to the rules and principles of adult education. The trainees should also be informed of the duties of a responsible and good citizen. 2) The system of admission in schools should be made easy. 3) The teachers should by their example demonstrate the virtue of simple living to the students, and give more time and attention to their work. 4) The teachers should discourage the students from wasting their time in the affairs of the students' federations and associations. 5) The heads of educational institutions and the authorities of the department of Education should pay surprise visits to each institution and report the instances of slackness and defects they come across.

83. FAHMI, Nur Nigar. Scholarships --- DAWN (Karachi July 18, 1974.

It is an established practice to award scholarships to students who secure distinction in examinations. Unfortunately, however, some students who do qualify for such scholarships are denied this incentive on the plea of high salaries of their fathers. It is not just to suppose that students of affluent parents should not be provided additional monetary aid by the government. Scholarship means incentive. Denying it to one who has earned it can be extremely frustrating. We have a practical suggestion to make for the consideration of the education authorities in this regard: award the scholarships of merit to the student of affluent parents and recover the amount from their parents. This arrangement will insure incentive to the students with no financial burden to the government. Let it be the privilege of the parents to willingly offer a tax for the brilliance of their dear ones. If, for some administrative reasons, this is not possible, then the scholarship holders should have the privilege of passing on their 'winnings' to those poor students who are promising and have narrowly missed the scholarship.

84. YASMIN, Ghazala. Ta'aleem-o-Takhliq (Education and Creativity) --- Ta'aleem-o-Tadrees (Lahore) 7(4): 7-22. July, 1974 (U).

The term 'creativity' is defined and the meaning of education is explained. The power of creativity is present in every individual in a latent state, and it is education that activates this power in man.

The subject is discussed in some detail under the headings: 1) the conception of creativity; 2) creativity and language; 3) creativity and thinking; 4) education and creativity; 5) intuition and inspiration; 6) Dr. Iqbal and creativity and education; and 7) institutions that affect creativity. It is pointed out in the end that we need a radical change in our educational ideas. Our present syllabus is static, and our methods are dry and ineffective. This situation hardly helps in producing creativity in students.

SPECIAL SECTION - HISTORY OF EDUCATION

85. KHAN, Hamiuddin. Ahde Mughlia Mein Ta'aleemi Taraqqi (Educational Development During Mughal Rule) --- In: Tarikh-e-Ta'aleem, 103-119. Karachi, Ghazanfar Academy. 1974 (U).

The Moughal period is regarded as the golden period in the history of the sub-continent. During the reign of the first six rulers development took place in every sphere of life, including education. The Mughal rulers were great patrons of learning and scholarly people.

Babar was the first Mughal ruler who, after defeating Ibrahim Lodhi, founded the Mughal empire. Babar himself was a man of very refined tastes. But throughout his life he was preoccupied with the consolidation of his empire and had little time to spare for the education of his people. He was succeeded by Humayun who paid much attention to education. Although his reign was turbulent, he tried his best to promote education in the country. It was during the reign of Akbar, however, that education and learning really spread and developed and the development of education continued till the death of Aurangzeb. Mention is made of the various efforts the Mughal rulers made for the spread of education in the subcontinent of India.

86. KHAN, Hamiuddin. Barre Sagheer Mein Islam Aur Islami Tehzeeb Ka Nufuz (Introduction of Islam and Islamic civilization in the Sub-continent) --- In: Tarikh-e-Ta'aleem, 59-102. Karachi, Ghazanfar Academy. 1974 (U).

Wherever Muslims went as conquerers, they promoted education, established schools, and patronized the learned. In the subcontinent, Muslim conquests started with the advent of Mohammad Bin Qasim. Although the Muslim ascendency in Sind was shortlived, its cultural impact was of a permanent nature. After Mohammed Bin Qasim, the second great invasion of the subcontinent was by Mahmud of Ghazni. Some mention is made of the series of attacks by Mahmud of Ghazni and his efforts for the promotion of learning in the subcontinent.

It was Shahbuddin Ghori who first established permanent rule of the Muslims in the subcontinent which continued till the advent of the British in India. The writer has traced in some detail the educational development during the reigns of the various rulers ofthe Sultanate period.

87. KHAN, Hamiuddin. Barre Sagheer Pakistan Mein Ta'aleemi Taraqqi Ki Rah Mein Mushkilaat (Difficulties in Educational Progress in Pakistan) --- In: Tarikh-e-Ta'aleem, 245-266. Karachi, Ghazanfar Academy. 1974 (U).

Pakistan came into being in 1947. This was the birth of a new nation , and everything had to be built up from the scratch. As the resources and facilities of the new nation were limited, great efforts were required for launching it one the course of development befitting a great nation. Thanks to the efforts of the founding fathers, the ship of state was soon put on even keel. In the field of education great activity was shown in the earlier stages. But as time passed deterioration set in into the field of education as in many other fields. At the time the first Martial Law was imposed, education needed complete change and devoted attention.

The new government appointed a commission to look into the matter. The Education Commission after serious deliberations presented a comprehensive report touching all aspects of education. Unfortunately, the suggestions were never implemented and education remained a neglected field as ever.

88. KHAN, Hamiuddin, Beginning of the Educational Activity --- In: History of Muslim Education Vol. II, 13-24. Karachi, All Pakistan Educational Conference 1973.

The British East India Company had been set up for the purpose of opening and establishing trade with India. However, the existence of rival European powers in India and the religious propaganda carried on by them chiefly through the agency of education ultimately forced the company to reshape its policy. This was the real beginning of educational activity in India.

The beginning of Educational activity is discussed under the headings: 1) change in the fundamental policy of the company - emphasis on religious propagation - its causes; 2) Missionaries entrusted with educational-propagational work; 3) Missionaries' emphasis on propagational efforts; 4) school founded in Madras; 5) Danish Missionaries - Schwartz; 6) John Sullivan.

89. KHAN, Hamiuddin. The Calcutta Madrasah --- In: History of Muslim Education, Vol. II, 174-187. Karachi, All Pakistan Educational Conference 1973.

The history of education of the Muslims during the rule of East India Company is closely linked to the foundation and growth of the Calcutta Madrasah. At the time it was the only institution of Muslim education in the subcontinent. The writer provides

in some detail the history of the institution which is necessary for the understanding of the government policy in relation to Muslim education, the handicaps under which the Muslims suffered in the field of education, and their attitude toward the acquisition of modern education under government supervision.

90. KHAN, Hamiuddin. European Adventurers in India --- In: History of Muslim Education Vol. II, 1-12. Karachi, All Pakistan Educational Conference 1973.

The chapter deals with the early settlement of Europeans in Indo-Pakistan subcontinent, the prevalent educational conditions, and the role of foreign powers in the development of education in this subcontinent.

The subject is discussed under the headings: 1) trade relations between India and Western countries; 2) discovery of sea route and the arrival of Portuguese in India; 3) the Portuguese rulers; 4) Portuguese failure and its causes; 5) Portuguese legacy and the beginning of modern education; 6) St. Xavier; 7) Indigenous system of education eclipsed; 8) the Dutch; 9) at Hoogli; 10) the French set up trade factories in India; 11) the French start schools; 12) the coming of the Danes; 13) the British; and 14) the British East India Company.

91. KHAN, Hamiuddin. Europi Aquwaam Ki Hindustaan Main Amad (Arrival of European Nations) --- In: Tarikh-e-Ta'aleem, 120-225. Karachi Ghazanfar Academy. 1974 (U).

The advent of European powers in the subcontinent changed the course of history. The decline of the Mughal Empire created a power vacuum that gave the British an opportunity to establish their hold over the subcontinent. With the British rule came also the British system of education which completely transformed the established patterns of education.

This transformation is discussed under the headings: 1) arrival of European nations in India; 2) establishment of the British East India Company; 3) development of education during the Company's rule between 1813 and 1833; 4) problem of the medium of instruction; 5) educational advancement in India between 1935 and 1854; 6) educational despatch of 1854; 7) effects of Charles Woods' Despatch; 8) India Education Commission - 1882 to 1904; 9) Governments' education policy 1913; and 10) dyarchy in provinces.

92. KHAN, Hamiuddin. The Filtration Theory of Education --- In: History of Muslim Education, Vol. II, 143-152. Karachi, All Pakistan Educational Conference 1973.

In the beginning of the nineteenth century, the British rulers believed that only the higher strata of the Indian society should be educated, who in turn would diffuse among their countrymen some portion of the knowledge they received from the British. This was the attitude of the directors of the Compnay. But the demand for mass education was also very strong at the time. The factor that forced the Company's administration to adopt the Downward Filtration policy of education was the inadequacy of funds at their disposal.

It is briefly discussed how the Filtration theory affected the indigenous system of education and promoted English education. However, the policy did not produce the desired results. The causes of the failure of the Downward Filtration policy are briefly mentioned, and it is shown how adversely this policy of education affected the Muslim of this subcontinent.

93. KHAN, Hamiuddin. Indigenous System of Education --- In: History of Muslim Education Vol. II, 76-101. Karachi, All Pakistan Educational Conference. 1973.

The institutions of traditional learning were functioning in every part of the country at the time of the East India Company. In order to find out the character, extent, and utility of these insitutions in the new setup of education, the Company decided to make inquiries in the three presedencies under its control.

The subject of indigenous system of education is discussed in some detail under the headings: 1) inquiries in Madras, Bombay, and Bengal; 2) Adam's three reports; 3) Persian schools; 4) indigenous education at the beginning of the nineteenth century; 5) potentialities of the system of indigenous education; 6) official attitude; 7) the Punjab; and 8) the causes of the failure of the indigenous system.

94. KHAN, Hamiuddin. Islami Nizam-e-Ta'aleem (Islamic System of Education) --- In: Tarikh-e-Ta'aleem, 48-58. Karachi, Ghazanfar Academy. 1974 (U).

The entire Islamic education is baded on Divine revelation in the form of the Holy Quran and the sayings of Prophet Mohammed. Both these sources lay great emphasis on acquiring knowledge. It is pointed out that Islam is the only religion that gives

utmost importance to education for the good of both temporal and spritual lives. References are quoted from the Holy Quran and the sayings of Prophet, which declare education as compulsory for every man and woman.

The subject is discussed in some detail under the headings: 1) Islamic education system in the light of Holy Quran and Sunnah; 2) Prophet's sayings enjoining acquisition of knowledge; 3) moral and religious education; 4) system of education during the Prophet's period; 5) the first four Caliphs and education; 6) educational development during the Ummayyad period; 7) Abbasid period and the development of education.

95. KHAN, Hamiuddin. Linguistic Controversy Settled --- In: History of Muslim Education Vol. II, 102-142. Karachi, All Pakistan Education Conference. 1973.

The introduction of modern education gave birth to the language controversy which is discussed in detail under the headings: 1) Anglicization of education; 2) Company indifferent to spread of education; 3) agitation for introducing Western education; 4) ambiguity of the Act of 1813; 5) educational issues; 6) the Orientalists; 7) the Occidentalists; 8) the failure of the General Committee of Public Instruction in giving correct lead in education; 9) the Downward Filtration policy; 10) controversy over the medium of instruction; 11) Macaulay's role - his Historic Minute; 12) Macaulay's interpretation of Educational Clause of 1813 and his attitude; 13) criticism of Macaulay's Minute; 14) in defence of Macaulay; 15) Resolution of 1835 - a setback to Muslim education; 16) Education policy of Lord Auckland; 17) language controversy settled; 18) development of education, 1835-1853; 19) education for government service; and 20) conclusion.

96. KHAN, Hamiuddin. Problems and Progress of Education (1813-1835) --- In: History of Muslim Education Vol. II, 55-75. Karachi, All Pakistan Educational Conference. 1973.

This chapter deals with the progress and problems of education during 1813-1835 in the sub-continent of India.

The discussion is made under the headings: 1) official efforts for education; 2) opposition to Missionaries' educational efforts; 3) Lord Moira's Dispatch; 4) Charles Metcalf's views; 5) growth of liberal ideas help educational promotion in India; 6) development of education in Bengal; 7) development of education in Bombay; 8) Elphinston's proposals and opposition of Warden; 9) progress of education in Madras;

10) Munro advocates popular education; 11) the Directors oppose Munro's views; 12) beginning of the policy of Downward Filtration theory of education; 13) North-West of Agra; and 14) progress of education in the North-Western provinces - experiment of mass education;

97. KHAN, Hamiuddin. Progress of Education --- In: History of Muslim Education Vol. II, 25-54. Karachi, All Pakistan Educational Conference. 1973.

Before 1765 the attitude of the British East India Company had been favorable to the association of missionaries with education. But after the victories at Plassey and Buxar, the Company emerged as the governing power in this land, and soon it had to revise its educational policy.

The subject is discussed under the headings: 1) change in the Company's attitude toward Missionaries; 2) opening of new schools under government control; 3) Warren Hastings interested in oriental education; 4) the Benaras Sanskrit College; 5) educational activities by missionaries; 6) the 'Serampur trio' and their offensive activities; 7) the Company shows favor to oriental learning; 8) criticism and agitation against the new policy of the Company; 9) ban on Christian Missionaries; 10) Charls Grant advocates Missionaries' cause at home; 11) Grant's Proposals; 12) criticism of his proposals; 13) the protagonists of orientalism at work; 14) Lord Minto's Dispatch; 15) The Charter Act of 1813; 16) the education clause; 17) drawbacks of the Charter of 1813; and 18) Charter of 1813 and the education of Muslims.

98. KHAN, Hamiuddin. Sindh Mein Ta'aleemi Taraqqi (Educational Progress in Sind) --- In: Tarikh-e-Ta'aleem, 267-277. Karachi, Ghazanfar Academy. 1974 (U).

This is a brief history of education in Sind till the dawn of independence. Generally, Sind has remained a backward area so far as education is concerned.

The writer has discussed the education history of Sind under the headings: 1) educational survey of 1853; 2) schools and students in 1852; 3) private schools; 4) change in the educational system; 5) Hunter Education Commission; 6) educational efforts and compulsory education scheme; 7) Muslim percentage of education in Sind; 8) establishment of Karachi School Board; 9) educational institutions of Karachi; 10) review of compulsory education scheme; and 11) secondary education.

99. KHAN, Hamiuddin. Taraqqi-e-Ta'aleem Ka Mukhtasar Jaiza (Brief Review of Educational Development) --- In: Tarikh-e-Ta'aleem, 20-35. Karachi, Ghazanfar Academy. 1974 (U).

Education started with the beginning of civilization when men began to live together. Education developed and progressed with passage of time. Learning and education began to develop with the changes in the modes of thought and expression. In ancient Egypt we find a developed system of education complete with schools and teachers. However, it was in Greece that education really prospered. Athens and Sparta, the city states of Greece, had two separate and distinct systems of education for their separate needs and requirements. The writer briefly discusses the salient features of both systems.

In Athens education developed remarkably thanks to the efforts of the Sophists. They paid special attention to the education of young men, and their method of teaching was very effective. The Sophists produced great educational thinkers like Socrates, Plato, and Aristotle. Some mention is made of the thoughts of these great philosophers.

100. KHAN, Hamiuddin. Unnisven Sadi Mein Musalmanon Ki Ta'aleemi Halat (Muslim Education in Nineteenth Century) --- In: Tarikh-e-Ta'aleem, 226-244. Karachi, Ghazanfar Academy. 1974 (U).

The British ascendency in India adversely affected the education of Muslims. For quite a long time Muslims abstained from getting modern knowledge considering it harmful for their religion. It was Sir Sayed Ahmed Khan who took the lead and asked Muslims to go in for modern education.

The wirter discusses Muslim education in the nineteenth century under the headings: 1) effects of Shah Waliullah's educational struggle; 2) Sir Sayed Ahmed Khan; 3) Sir Sayed and the development of Urdu language; 4) the Muslim University; 5) the All-India Muslim Educational Conference; 6) the All Pakistan Muslim Educational Conference; 7) Darul Uloom of Deoband; 8) Anjuman Himayat Islam, Lahore; 9) Nadwatul Ulema; 10) Usmania University, Hyderabad Deccan; 11) Jamia Millia Islamia; 12) Moulana Mohammed Ali Johar; and 13) Dr. Mohammed Iqbal.

101. KHAN, Hamiuddin. Wood's Dispatch (1854) --- In: History of Muslim Education, Vol. II, 153-173. Karachi, All Pakistan Educational Conference. 1973.

The Wood's Dispatch of 1954 is the most important charter in the history of modern education in India. It set forth a

scheme of education that was wider in scope and more comprehensive in contents than any scheme of the past. It heralded a new era of education in India.

The details of the Wood's Disptch are discussed under the headings: 1) recommendations of Dispatch; 2) Grants-in-Aid and Missionaries; 3) training of teachers; 4) education of women; 5) creation of the department of education; 6) mass education through indigenous instruction; 7) benefits of Grants-in-Aid system; 8) shortcomings - education loses flexibility and spirit of freedom; 9) education - a means of acquiring government jobs; 10) Grants-in-Aid system did not fulfil the desired object - its misuse; and 11) the Dispatch of 1854 and the Muslims.

102. KHAN, Hamiuddin. Zahoor-e-Islam (Arrival of Islam) --- Tarikh-e-Ta'aleem, 36-47. Karachi, Ghazanfar Academy. 1974 (U).

After the decline of Egyptian and Greek civilization, Europe relapsed into the Dark Ages. In this darkness the ray of light came from Arabia, the most backward area of the world in those days. Prophet Mohhamed, the last messanger of God, introduced the religion that attached highest importance to learning and education for men and women alike. The first revelation of God was the order to 'read' signifying that the acquisition of knowledge is the chief pillar of Islam. Both men and women were commanded to seek knowledge wherever it could be found.

It is briefly discussed how education progressed during the early Islamic period and how in the course of time it spread to Europe.

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